

METHODOLOGICAL PROCEDURE FOR THE TEACHING OF ENGLISH INTONATION IN FOREIGN LANGUAGES TEACHERS TRAINING

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REASON FOR TEACHING INTONATION IN ENGLISH TEACHING AND LEARNING:

- Pronunciation transmits meaning and emotion in language.
(Hello, Hello?)
- Pronunciation is a source of motivation for language learners.
- Pronunciation has been set aside in communicative methodology because of false interpretations.

RESULTS OF THE EXPLORATORY STUDY IN FIRST YEAR

- Intonation is distorted because of a transfer of Spanish language.
- Intonation is not prioritized in comprehension and production processes of language.
- There is a lack of techniques for imitating intonational patterns.
- There is no space for reflection about the functions of intonation in communication.
- There is a low treatment of intonation in the lessons.

Scientific questions

- a) What is the real situation of the teaching of intonation in first year of foreign languages teaching training at the University of Pinar del Rio?
- b) What methodological procedure should be used for teaching intonation in keeping with updated didactics?
- c) How to approach the methodological procedure of intonation from the linguistic and pragmatic view points?

Objective: proponer un proceder metodológico, basado en la interacción social y la reflexión, para la enseñanza y el aprendizaje de la entonación de la lengua inglesa, en estudiantes que se forman como profesores de esta lengua, en primer año de la Carrera de Lenguas Extranjeras, con el fin de contribuir al desarrollo de la competencia comunicativa, interactiva e intercultural como objetivo rector de la enseñanza de lenguas.

survey, observation, the pre-experiment, pedagogical test, the group discussion technique, and the guided conversation technique.

Results: **Sample:** 21 students

-In 5 lesson plans for first year teachers, show that only on two occasions do they devise a procedure or exercise for the study of intonation.

-The observation of five classes confirms the lack of procedures and tasks to address intonation, however, a medium level of attention is paid to pronunciation in communicative oral tasks.

-The interview with 5 first-year Comprehensive English Language Practice teachers reveals that they all master the complexity of intonation at a medium and high level, know how to combine the linguistic and the pragmatic, and are also aware of the role of intonation in the informal and formal conversational language and feel the need to improve student learning in this regard.

-The group discussion technique with the five sample teachers led to the knowledge of the reasons that justify, according to the teachers, the disdain towards intonation.

- Task 1:
 - a) Listen, repeat, copy, read and shadow.
 - b) Say what intonation pattern did you practice in each item?
 - Did you pay Paul? I didn't pay Paul. I paid Peter.
 - Why did you get here so early? There wouldn't be power later.
 - Where is my briefcase? It's there, dear, between your feet.

Task 2: Improve your intonation stressing content words.

- a) There's no smoke without fire. Isn't it?
- b) I didn't eat it. That's my money, isn't it?
- c) She'll be there tonight, won't she?
- d) Nasty weather, isn't it? Let's take an umbrella.

METHODOLOGICAL PROCEDURE FOR INTONATION

The methodological procedure is based on reflexive social interaction, based on the ideas of Vygotsky and his followers. The methodological procedure follows the following steps: listen, read, reflect, repeat and shade. It is about listening to the intonations in context through narrative, reading them, reflecting on their structure and use, repeating them after the teacher or recorded pattern, and shadowing the teacher's voice, that is, saying the contextualized intonation together with him; Finally, tasks are carried out to produce orally, with the support of writing, intonation in different communicative situations.

EFFECTIVENESS OF THE METHODOLOGICAL PROCEDURE

- a) Improvement of listening comprehension and oral expression in terms of recognition and production of meanings.
- b) Recognition in reading of types of intonation.
- c) Positive social impact on students in the dimensions of motivation and acceptance of the types of intonation.
- d) Mastery of the intonation qualities of English, such as sound reduction, weak accentuation of function words and contractions, etc.